Paediatric QI Change Champions

Quality Improvement Clinic
www.qualityimprovementclinic.com

Building sustainable QI capability amongst paediatric specialist trainees

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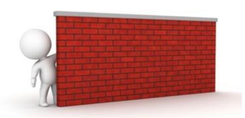
www.londonpaediatrics.co.uk

Thinking differently: overcoming obstacles to design a QI programme



Paediatric doctors in postgraduate specialty training (STs) are required to lead a QI project
- Access to QI educational opportunities in London varies widely
- Mentorship/support is dependent on supervisors skilled in QI

London School of Paediatrics bid for funding to run a QI education programme with experiential learning on a project
- Bid rejected, funding cuts

Creative approach using existing "Leadership, Management and Education" evenings
- Condensed programme
- Virtual learning
- Provide mentors
- Develop faculty

Supporting the STs to complete QI projects

Resources to help them get started…

- Project worksheets
- Webex tutorials

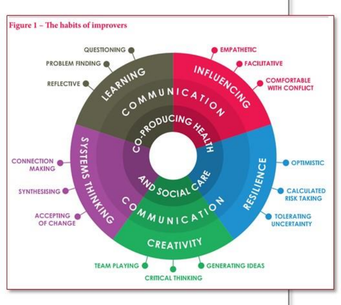
A structure to follow…

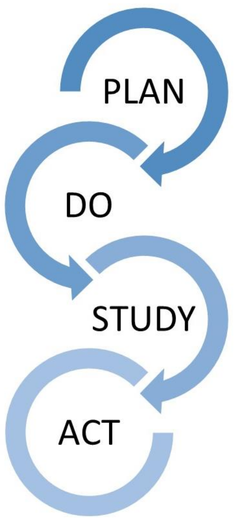
Mentors along the way
-Skype learning sets

AIM: for Paediatric STs to start or continue to develop the habits of an improver over the next 6 months

MEASURES (Process)
- STs participation in the programme
- Participation of a parent learner
- STs use of tools and techniques
- STs own measures of improvement

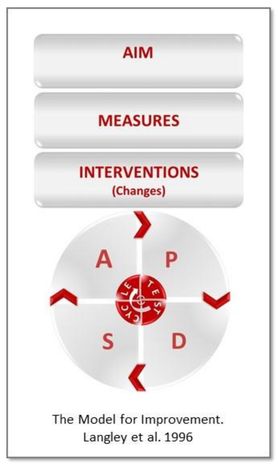
MEASURES (Outcome)
- STs poster capturing their QI journey
- STs presentation and/publication of their QI work
- STs participation in other QI programmes
- STs confidence to coach others to adopt the habits of an improver
- Develop future faculty: "QI buddies" supporting the delivery of the face to face evenings





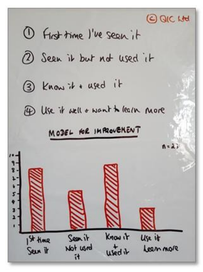
	PLAN	DO	STUDY	ACT
1	Submit costed proposal for QI programme for LSPs building on success of BaSIS (F1's) in East Midlands	Proposal presented to LSP Education Committee	Very positive feedback during and after meeting. No funding but interest in finding another model	Design a more affordable model and seek LPS support and endorsement to advertise
2	Design condensed QI programme for LSPs utilising existing meetings, minimum charge, QI leaders in the system as mentors and virtual action learning sets	Successful recruitment, including patient/parent. 1st face to face delivered (F2F). Encouraged all to submit abstract to International Forum within 10 days	Participants on LSP champion programme and those just attending session all gave positive feedback and demonstrated learning. 5/12 participants submitted abstracts for 'work in progress'. All accepted!	Plan delivery of first virtual learning set (not included in original BaSIS programme). Continue with F2F as planned
2a	Deliver 2nd F2F on measurement and variation	Successful session. Core group (on programme) shared their work with other attendees	Good energy from participants. Facilitator noted learning constrained slightly by condensed programme duration.	This topic requires 2 experienced facilitators to teach effectively on condensed programme. Sharing with other participants works well
2b	Delivered 3rd F2F on small scale tests of change (PDSAs)	Successful session. Core group (on programme) shared their work with other attendees	Good energy from participants. Learning constraints not noted on this occasion. Most but not all participants have baseline measure. Some beginning to undertake tests. Idea of 'small' beginning to filter through to work approach.	More time required to develop and run small scale tests.
3	Develop materials for first learning set to be delivered by 3 mentors to 3 learning sets (3-4 members per set)	Delivered first virtual learning set. Feedback on progress plus tutorial on next steps	Difficult to get all participants to join at same time. Reflection/sharing piece and new learning piece not easy to cover in one session	Plan to separate new learning piece from learning set
3a	Pre-record learning piece and provide ahead of learning set. Spend time in learning set sharing and learning	Rich learning set conversations. Good progress demonstrated by participants.	Good use of tools and techniques evident, but reticence to capture learning in writing. More information about projects retained by coach than participants on some occasions!	Continue to pre-record new learning pieces. Direct participants to schedule time to capture learning using charter provided

Modelling QI…



The Model for Improvement.
Langley et al. 1996

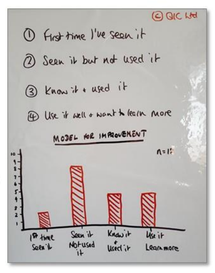
.. and simple measurement…



Whilst the term PDSA is 'known' to a number of participants, **the numbers who have seen and used the Model for Improvement is significantly lower.**

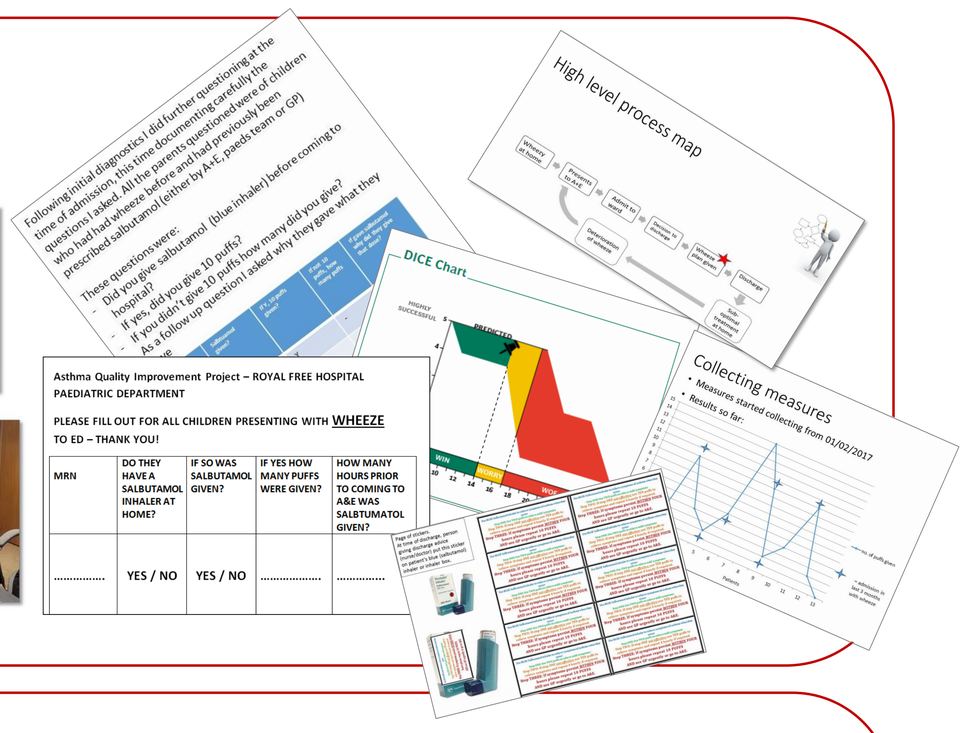
At the first event 35% of participants reported this as being the first time they'd seen it. This figure reduced over the duration of the programme with only new attendees selecting this answer.

Capturing data in this way provided a demonstration of simple data collection, analysis and presentation - in contrast to the time often taken to devise and administer a questionnaire!

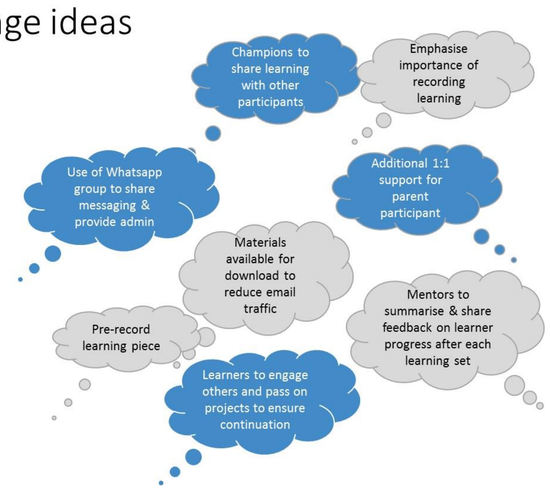


Peer feedback & discussion on project aims and measures…

…alongside a parent QI learner

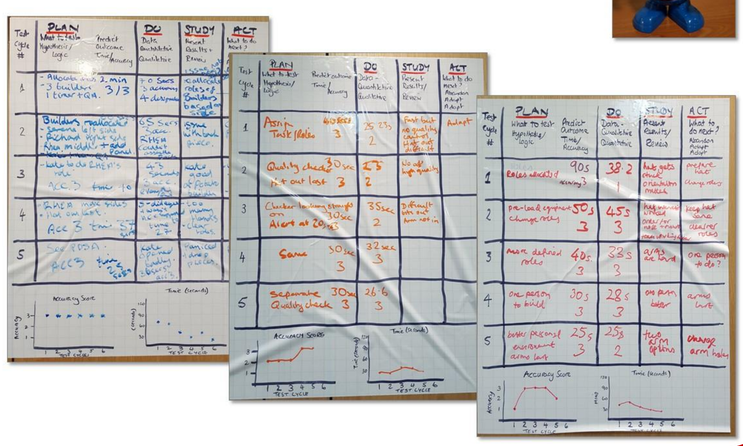


Change ideas

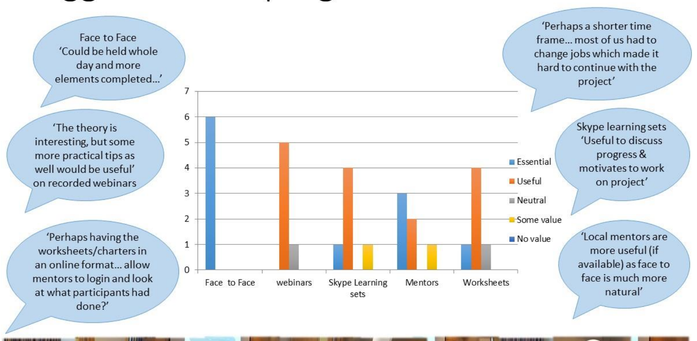


Interactive games to understand variation and measurement

Interactive games to understand small scale tests of change (PDSA)



Suggestions on programme elements



5 month evaluation

- 83% felt empowered that they can make changes within their workplace
- 80% had already taught someone else something about QI that they learnt from the programme
- 60% felt they knew more about QI than some of their senior colleagues
- 80% felt their QI project was likely to change practice
- 66% felt able to mentor others undertaking QI projects
- 100% felt being supported with their own project enhanced their learning experience

5 abstracts accepted, 5 posters presented!

What participants said…
- 100% would recommend the course to a friend
- Face to face – 'Group tasks were fun'
- Mentors - 'they were great'
- Great course, nothing needs to be added!

I already had some background experience of quality improvement methodology and projects but found this a really helpful refresher.

The most valuable thing for me was the mentoring and advice about my projects and the opportunity to meet other people who are interested in QI work.

Next steps

- Present to Paediatric Educational Supervisors
- Seek support for next programme
- Support Champions to complete and publish projects
- Recruit champions as future mentors

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